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ABSTRACT

This booklet, the fourth in a series of eight reporting on the tenth-cycle Teacher Corps program conducted by the University of Nebraska and the Lincoln Public School System, describes the rationale behind the selection of a competency-based teacher education format as major program emphasis and the development of twenty-three recommended competencies. Six phases involved in the teacher education program are presented: competency development, demonstration, assessment, teacher placement and certification, and staff development. Guidelines for the assessment of the competencies are also presented. Appendices to the booklet provide: (1) format for a competency demonstration profile; (2) representative pages from indicator sheets of teacher competencies; (3) a sample competency profile summary for the twenty-three competencies; (4) a sample teacher competency profile; (5) a student teaching reference sheet; and (6) a sample appraisal form for the Teacher Corps Intern. (MJB)

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LINCOLN TEACHER CORPS

IMPROVING LEARNING OPPORTUNITIES

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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4 Competency Based Teacher Education

IMPACT SERIES

2

SP011 728

FOREWORD

The Lincoln Teacher Corps Project is pleased to present its 10th Cycle report through this IMPACT series. We are proud of our accomplishments during the 1975-1977 school years but realize that much remains to be done.

A series of eight IMPACT booklets (of which this is the fourth) present the basic themes and models developed and tested by school, community and university personnel dedicated to the improvement of educational opportunities. This has been accomplished by serving others and in return finding the desired results in ourselves as well as those we served.

This has truly been a team effort. My sincere thanks to all who have shared in the Lincoln Teacher Corps Project these two years. We look forward to new experiences with renewed hope and increased commitment.

John Lux
Director

Competency Based Teacher Education (CBTE)

A primary method of improving learning opportunities for children, youth and adults is to improve the competencies of the teachers and resource personnel who serve as instructional leaders in various learning settings. Recognizing the importance of teacher preparation (pre-service) and on-the-job growth (in-service) to improvements in the educational field, the Lincoln Teacher Corps Project selected the Competency-Based Teacher Education framework to be its primary thrust. This booklet establishes the rationale for the program, describes the development of the recommended competencies, explains the six phases of the teacher education program, and offers guidelines for the demonstration and assessment of the twenty-three generic competencies.

Development of Program

Prior to the approval of the twenty-three competencies included in this program, the Lincoln Public Schools and the Teachers College of the University of Nebraska-Lincoln (UN-L) had seven different statements of teacher characteristics or competencies which were being used by different groups and for different purposes. In an effort to build a unified teacher education program, these seven documents were analyzed by representatives of the following groups or agencies:

Lincoln Board of Education
Lincoln Education Association
Goodrich Junior High School Parents
Goodrich Junior High School Students
Goodrich Junior High School Teachers
Goodrich Junior High School Administration
UN-L Teachers College Dean's Office
UN-L Teachers College Elementary Education Department
UN-L Teachers College Secondary Education Department
Lincoln Public Schools Personnel Office
Lincoln Public Schools Staff Development Office
Lincoln Public Schools Cultural Awareness Office
State Department of Education Certification Office
Lincoln Community Agencies
Teacher Corps Staff and Interns

From these deliberations the twenty-three competencies with their teacher and learner indicators emerged. Subsequent refinements were made from suggestions made by faculty members of the Department of Secondary Education, by Lincoln Public Schools teachers in a summer workshop sponsored by NUSTEP in cooperation with the Teacher Corps Project, and by the Teacher Corps staff as they analyzed the experiences of its interns during the 1975-76 school year.

In addition to the local application and consensus activities, expert assistance was obtained from Dr. Del Schalock, Research Director at Oregon College of Education (Monmouth) and various competency-based programs were investigated. Thus, a year-long study and development project culminated in the approval of the program described in this booklet.

The developmental nature of this program continues. It is important to underscore the concept that no competency-based program is complete--rather it must continue to be analyzed and refined. Research and feedback must be an integral part of the program to determine if the competencies make any difference in achieving learning outcomes. Levels of achievement and means of demonstrating and assessing the competencies must be evaluated on a continuing basis without leaving the impression that there is no stability to the program. This program has been implemented in the Teachers College secondary teacher education program and in the Lincoln Public Schools staff development (in-service) program. A built-in feedback loop for assessment and refinement purposes will be used to improve both the processes and the products.

Definitions of Key Concepts

The primary goal of every teacher education program is to develop and promote teaching at a high level of competence. This is true in both pre-service and in-service programs. Because there are so many definitions of "teaching" and "competent teachers," it is necessary to state the definitions which are used in the UN-L/LPS teacher education program.

> TEACHING – THE ABILITY TO BRING ABOUT DESIRED LEARNING OUTCOMES IN STUDENTS.

This definition projects teaching as a complex process which focuses upon learners. Teaching is viewed as a means to an end rather than as an end in itself. The focus upon learners is through goals and objectives (desired learning outcomes) and the teacher is viewed as a professional possessing and applying abilities (skills, attitudes, understandings) necessary to achieve these outcomes.

> COMPETENCY – AN ABILITY (SKILL, UNDERSTANDING, ATTITUDE) CONSIDERED AN ESSENTIAL PROFESSIONAL STANDARD WHICH IS: A) DEMONSTRATED BY REPEATED AND CONSISTENT USE OF INDICATORS (SEE DEFINITION BELOW) AND B) DEMONSTRATED ON BOTH THE PERFORMANCE (TEACHER) AND CONSEQUENCE (LEARNER RESULTS) LEVELS.

It is essential that levels of achievement be established so that a teacher/trainee may view his/her experiences as a series of opportunities to develop and demonstrate each competency at increasing levels of proficiency. The four levels are:

C = Cognitive Level

The teacher/trainee demonstrates knowledge and understanding of the competency. He/she can explain the meaning of the concept, can give examples (and non-examples), can describe where and how the competency might be used and appropriately uses the vocabulary associated with the competency.

A = Affective Level

The teacher/trainee demonstrates by words and actions one or both of the following: 1) the value of the competency in teaching - leading to a commitment to use the competency in own teaching and 2) the internalization of the competency as demonstrated by voluntarily using indicators of the competency.

P = Performance Level

The teacher/trainee demonstrates the competency in field or approved simulated experiences. The pre-service program will establish criteria specifying the kinds and amount of indicators which will be accepted as evidence of demonstration of the competencies. In-service standards will be set according to job targets established.

R = Learner Results (Consequence) Level

The teacher/trainee presents evidence of successful learner results as a consequence of the teacher's performance. As with the performance level, each program will establish the kinds and amount of indicators which will be accepted as evidence of the successful demonstration of the competencies.

Note: It is not necessary to achieve these levels in a sequential manner, nor to necessarily demonstrate the lower levels when demonstrating a competency at a higher level. Our definition of *competency* indicates that demonstration of each generic competency must include both the performance and the learner results levels.

INDICATOR – A SPECIFIC BEHAVIOR/SKILL/ATTITUDE WHICH IS ACCEPTABLE EVIDENCE OF THE SUCCESSFUL DEMONSTRATION OF ONE OR MORE ELEMENTS OF A COMPETENCY.

This concept emphasizes the flexible and continuous process of developing and demonstrating competencies. It implies that a competency is much broader and significant than a "do it once" standard or something that can be demonstrated only in one way. The use of indicators provides an assessment means by which competencies may be demonstrated without losing the "human" elements of the program.

COMPETENCY CLUSTER – A GROUPING OF COMPETENCIES AROUND A BASIC AREA OF PROFESSIONAL RESPONSIBILITY.

In this program, six basic clusters are used. The cluster arrangement facilitates developmental and assessment activities in both pre-service and in-service aspects of the program.

Secondary Teacher Education Competencies

The following twenty-three generic teacher competencies form the standards and the goals for the Lincoln/UN-L teacher education program.

Competency Cluster I – The Teacher as Instructional Planner

- Competency 1.1 Identifies and Diagnoses Individual and Group Needs
- Competency 1.2 Specifies Learner Outcomes
- Competency 1.3 Determines Assessment Indicators for Each Outcome
- Competency 1.4 Plans Focused Learning Activities

Competency Cluster II – The Teacher as Director of Learning Experiences

- Competency 2.1 Provides Effective Classroom Environment for Learning
- Competency 2.2 Uses Basic Instructional Skills
- Competency 2.3 Develops Concepts, Skills and Attitudes of Learners
- Competency 2.4 Uses Media, Resources and Strategies

Competency Cluster III – The Teacher as Assessor and Evaluator

- Competency 3.1 Gathers Learner Outcome Data
- Competency 3.2 Analyzes and Uses Learner Outcome Data
- Competency 3.3 Uses Assessment Data to Improve Educational Program

Competency Cluster IV – The Teacher as Humanizing Agent

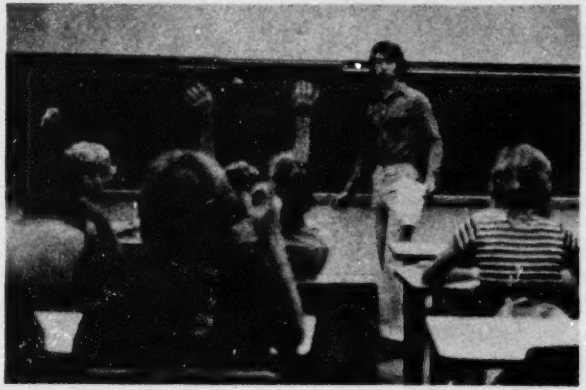
- Competency 4.1 Exhibits and Develops Positive Self-Concepts
- Competency 4.2 Demonstrates Human Relations Skills
- Competency 4.3 Relates with Exceptional Learners
- Competency 4.4 Relates with Multicultural Learners
- Competency 4.5 Relates with Appropriate Age Level Learners

Competency Cluster V – The Teacher as Professional Educator

- Competency 5.1 Relates with Team, Peers and Other Professionals
- Competency 5.2 Relates with Community
- Competency 5.3 Establishes and Implements Self-Development Program
- Competency 5.4 Demonstrates and Promotes Professional Understanding and Action

Competency Cluster VI – The Teacher as Subject Area Leader

- Competency 6.1 Understands Subject Matter in Endorsement Area
- Competency 6.2 Organizes and Applies Subject Matter Skills and Processes
- Competency 6.3 Develops Curriculum for Achieving Subject Area Goals and Objectives



Secondary Teacher Education Program

The UN-L competency-based teacher education program is designed to serve both pre-service and in-service teachers. To accomplish its goal, six interwoven yet distinct elements are essential to the total program. These six elements are:

1. **Competency Development**

   The curriculum goals for the program are established in the twenty-three generic competencies. Providing instructional and practicum opportunities to assist teachers and resource personnel (teacher trainees and community aides) to develop these competencies becomes a fundamental function of the teacher education program. These opportunities are provided by a variety of delivery systems with instructional modules and field experiences being the two most widely used. Both the instructional modules and the field experiences may be segments of undergraduate or graduate courses but they also are used independent of any course through staff development workshops, seminars, job target experiences and other non-credit professional growth experiences. Guidelines the Teacher Corps Project has established for the developmental function are:

   a) Instruction and practicum experiences will be established to meet the specific needs of teachers, aides or teacher trainees based upon a needs assessment.

   b) Instruction will be primarily through *modules* developed to focus upon a single competency or segment of a competency.

   c) Each module will establish desired learner outcomes, alternative means to develop the necessary skills to reach the outcomes, and assessment plans for demonstrating the outcomes.

   d) Each module will be field based. Opportunities must be available to develop and demonstrate competencies with learner results data possible.

   e) Each module must be exportable - usable in multiple settings - and include multi-media resources if possible.

2. **Competency Demonstration**

   Each competency has prescribed levels of proficiency to be demonstrated in the pre-service and in-service phases. This program provides for a variety of opportunities to demonstrate one or more competencies each year a person is in the teacher education program. By the end of student teaching, all twenty-three competencies are to be demonstrated successfully at prescribed levels.

3. **Competency Assessment**

   A system of self-assessment and supervisory appraisal

is an integral part of the program. This appraisal function serves two purposes - 1) to enhance growth of the individuals in the program, and 2) to ensure levels of achievement high enough to recommend individuals for certification and job placement.

The assessment process is shown in Figure 1. The instruments used to record and report data for the nine steps in the process are included in the Appendices.

4. **Teacher Placement**

The Teacher Competency Profile provides data valuable in determining strengths and definiciencies of the teacher or trainee, determining where the individual might begin a new segment of the program, making recommendations for jobs, assigning teachers or trainees within a school, and other placement activities.

5. **Teacher Certification**

A fifth element of the teacher education program is to certify the participants in the program when they have demonstrated the generic (and Idiosyncratic) competencies. Through the assessment function, substantive data is available to support certification decisions.

6. **Staff Development**

This program assists experienced teachers and aides to conduct a needs assessment and focus their professional growth efforts on one or more competencies through graduate courses, staff development projects and other appropriate activities.

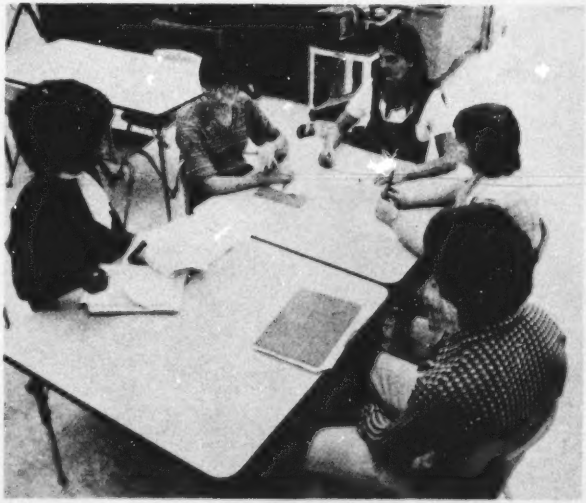


Figure 1
Lincoln Teacher Corps
Secondary Teacher Competency Assessment Process

Essential Elements of CBTE Program Occurring Prior to or Concurrent With Assessment Process

CBTE Program Requirements Clearly Outlined:
- Specific Competencies
- Level of Proficiency
- Number and quality of indicators

Instructional Modules Available for Development of Skills and Attitudes

Field-based Instructional Contracts Arranged for Practice and Demonstration of Competencies

Assessment Process

1 Intern pinpoints competency he/she wishes to demonstrate. Arranges with Team Leader to observe.

2 Intern plans instruction - may demonstrate Cluster I (D-P Planning) via planning activities

3 During observation, Team Leader marks indicators demonstrated successfully. Additional indicators may be noted if they are acceptable evidence of a competency.

4 Team Leader conferences following observation - discussion of both teacher performance and learner results indicators, problems and next targets.

5 Continual setting of competency targets by intern, observations by Team Leader, and feedback conferences for designated period, e.g., 9 weeks quarter.

6 End of time period, Team Leader and intern assess indicators demonstrated. Mark competencies demonstrated where evidence meets or surpasses criteria.

7 Teacher Competency Profile prepared as cummulative record of intern's competencies. Each quarter, add new competencies demonstrated.

8 Hold appraisal conference at end of semester and year - use competency profile as major evidence in appraising work of intern.

9 Report competencies on appropriate rating form and file with appropriate office.

Appendix A
(Used in Steps 1, 2 and 4)
Competency Demonstration Profile

Resource Teacher _____

Contracting Teacher _____

Team Leader _____

Contract Data: (Plan may be attached which contains this information)

Student(s):

Subject:

Diagnosis:

Prescription: (Attach plan if possible)

Desired Student Outcomes:

Assessment Data:

Date of Observation:

Setting:

Person Doing Assessment:

Targeted Competencies:

Assessment Followup:

Conference:

I have read the assessment profile and understand its contents: _____ Resource Teacher

Date _____ _____ Contracting Teacher

_____ Team Leader

Appendix B
(Representative Pages from Indicator Sheets - Used in Steps 3, 4 and 5)
TEACHER COMPETENCIES
Competency Cluster I - The Teacher as Instructional Planner

Competency 1.1 - The Teacher Identifies and Diagnoses Learner Needs

Examples of Teacher Performance Indicators	Examples of Learner Results Indicators
___ 1.11 Teacher uses school and subject area goals and objectives as guidelines for identifying learner needs.	
___ 1.12 Teacher pinpoints learner needs to provide specific focus for instruction.	___ 1.12s Learners assist in pinpointing learning needs/ problems.
___ 1.13 Teacher uses preassessment techniques to identify need.	___ 1.13s Learners participate in diagnostic activities as requested.
___ 1.14 Teacher makes diagnostic decisions prior to instruction.	___ 1.14s Learners are aware of diagnosis prior to instruction.
___ 1.15 Teacher modifies diagnosis as additional data becomes available.	___ 1.15s The learners cooperate to provide all necessary data relative to needs, interests, developmental levels and environmental factors.
___ 1.16 Teacher bases diagnosis on reliable and valid sources.	

Other Indicators:

Competency Cluster II - The Teacher as Director of Learning Experiences

Competency 2.1 - The Teacher Provides Effective Environment for Learning

Examples of Teacher Performance Indicators	Examples of Learner Results Indicators
___ 2.11 Teacher uses reinforcement principles to promote learning.	___ 2.11s Learners respond to and use positive reinforcement behaviors.
___ 2.12 Teacher creates physical environment conducive to participation by all learners.	___ 2.12s Learners participate constructively in classroom experiences.
___ 2.13 Teacher uses a grouping pattern (size) appropriate for the learning activity.	___ 2.13s Learners participate to achieve desired outcomes.
___ 2.14 Teacher recognizes developmental levels of learners in organizing learning activity.	___ 2.14s Learners are working at appropriate developmental levels.
___ 2.15 Teacher interacts positively with learners and establishes good rapport.	___ 2.15s Learners interact positively with peers and teachers.
___ 2.16 Teacher responds appropriately to learner questions and comments.	___ 2.16s Learners initiate questions and comments which promote learning.
___ 2.17 Teacher handles disruptive or off-task behavior appropriately.	___ 2.17s Learners accept consequences of their behavior.
___ 2.18 Teacher applies accepted principles of learning to achieve desired behaviors.	___ 2.18s Learners appear comfortable and anxious to succeed in the learning activity.
___ 2.19 Teacher is flexible and adjusts to unexpected situations with a minimum of difficulty.	___ 2.19s Learners respond positively to changes in directions, content emphasis and other modifications in activity.

Other Indicators:

Appendix C
(Used in steps 6, 7 and 8)

Competency Profile Summary for _____

Directions: Check those competencies that have been demonstrated satisfactorily.

Self-Check	Team Leader	
		Cluster I - Planning, Using D-P Model
—	—	1.1 Identifies & Diagnoses Learner Needs
—	—	1.2 Specifies Desired Learner Outcomes
—	—	1.3 Determines Assessment Criteria
—	—	1.4 Plans Learning Activities
		Competency Cluster II - Instruction
—	—	2.1 Provides Effective Environment for Learning
—	—	2.2 Uses Basic Instructional Skills Effectively
—	—	2.3 Develops Concepts, Skills & Attitudes of Learners
—	—	2.4 Uses Media Resources & Strategies Effectively
		Cluster III - Assessing Student Outcomes
—	—	3.1 Gathers Desired Learner Outcome Data
—	—	3.2 Analyzes & Uses Learner Outcomes Data
—	—	3.3 Uses Assessment Data
		Cluster IV - Relating to Others
—	—	4.1 Exhibits & Develops Positive Self-Concepts
—	—	4.2 Demonstrates Human Relations Skills
—	—	4.3 Relates with Learners with Exceptional Learner Needs
—	—	4.4 Relates with Learners in Multicultural Society
—	—	4.5 Relates with Appropriate Age Level Learners
		Cluster V - Professional Relations
—	—	5.1 Relates with Team, Peers & Other Professionals
—	—	5.2 Relates Professionally with Community
—	—	5.3 Establishes & Implements Self-Development Program
—	—	5.4 Relates Professionally with School
		Cluster VI - Subject Area Leadership
—	—	6.1 Demonstrates Sound Understanding of Subject Matter in Endorsement Area
—	—	6.2 Organizes & Applies Subject Matter Skills & processes
—	—	6.3 Develops Curriculum for Achieving Subject Area Goals & Activities

Signatures of Individuals Completing Profile Summary

Resource Teacher _____ Date _____

Team Leader _____ Date _____

Appendix D
(Step 9 Form for NUSTEP)

TEACHER COMPETENCY PROFILE

Profile of (Name) _____ Date _____
Progress Report _____
End of Semester Report _____

Supervisor _____ Cooperating Teacher _____

Name of Person Filling Out Profile _____

Competencies * = Required in NUSTEP Leave Blank if No Opportunity to Demonstrate	Exemplary	Strong	Successful	Needs Improvement	Comments
Cluster I - Diagnosis and Planning					
1.1 Identifies and diagnoses learner needs					
*1.2 Specifies desired learner outcomes to meet diagnosed needs					
1.3 Determines assessment indicators for each outcome					
*1.4 Plans learning activities to achieve desired outcomes					
Cluster II - Learning Director					
2.1 Provides effective environment for learning					
*2.2 Uses basic instructional skills effectively					
2.3 Develops concepts, skills and attitudes of learners					
*2.4 Uses media, resources and strategies effectively					

Cluster III - Assessment *3.1 Gathers desired learner outcome data 3.2 Analyzes and uses learner outcome data 3.3 Uses assessment data to improve educational program						
Cluster IV - Humanizing Agent *4.1 Exhibits and develops positive self-concepts *4.2 Demonstrates general human relations skills 4.3 Relates with learners with exceptional learner needs 4.4 Relates with learners in a multi-cultural society 4.5 Relates with appropriate age level learners						
Cluster V - Professionalism *5.1 Relates positively with team, peers, and other professionals 5.2 Relates professionally with community 5.3 Establishes and implements self-development program 5.4 Demonstrates and promotes professional understanding and action						
Cluster VI - Subject Area Leadership *6.1 Demonstrates a sound understanding of subject matter in endorsement area *6.2 Organizes and applies subject matter skills and processes 6.3 Develops curriculum for achieving subject area goals and activities						
As of this date, the overall rating is:						

Appendix E
(Step 9 for Student Teacher)
STUDENT TEACHING REFERENCE
University of Nebraska-Lincoln
Department of Secondary Education

Cooperating Teacher—White
Student Teacher—Goldenrod
Building Principal—Blue
University Supervisor—Yellow

Date

Name of Student

Building City Grades & or/ Subjects Taught Dates Taught

Description of Student Teaching such as: Number of classes, classroom organization, student background & ability

No Opportunity To Demonstrate		Exemplary	Strong	Successful	Needs Improvement	COMMENTS
	I. DIAGNOSIS & PLANNING					
	Identifies & diagnoses learner needs					
	Specifies desired learner outcomes to meet diagnosed needs					
	Determines assessment indicators for each outcome					
	Plans learning activities to achieve desired outcomes					
	II. LEARNING DIRECTOR					
	Provides effective environment for learning					
	Uses basic instructional skills effectively					
	Fosters concepts, skills, and attitudes of learners					
	Uses media, resources and strategies effectively					

	III. ASSESSMENT					
	Gathers desired learner outcome data					
	Analyzes & uses learner outcome data					
	Uses assessment data to improve educational program					
	IV. HUMANIZING AGENT					
	Exhibits & develops positive self-concepts					
	Demonstrates general human relations skills					
	Relates with learners with exceptional learner needs					
	Relates with learners in a multi-cultural society					
	Relates with appropriate age level learners					
	V. PROFESSIONALISM					
	Relates positively with team peers, & other professionals					
	Relates professionally with community					
	Establishes & implements self-development program					
	Demonstrates & promotes professional understanding and action					
	VI. SUBJECT AREA LEADERSHIP					
	Demonstrates a sound understanding of subject matter in endorsement area					
	Organizes & applies subject matter skills & processes					
	Develops curriculum for achieving subject area goals & activities					

ADDITIONAL COMMENTS: Be specific in terms of Positive Personal Comments (For additional space use another sheet).

_____

Cooperating Teacher

Appendix F
(Steps 8 and 9 for Teacher Corps Intern & Experienced Teacher)

APPRAISAL OF THE TEACHER CORPS INTERN

I. Name _____ School Year _____

Growth Period: First year Second year

II. EXPECTATIONS OF THE RESOURCE TEACHER

Code: S = Successful
+
—
U = Unsuccessful
N/A = Not Applicable

Refer to manual for definition of each item

	Resource Teacher	Team Leader	Other Appraisers
1. Teaching Performance			
2. Pupil Relations			
3. Management Activities			
4. Contribution to total school			
5. Parent Community Relations			
6. Staff Relations			
7. Personal Characteristics			
8. Scholarship			

	Resource Teacher	Team Leader	Other Appraisers
9. Professional Responsibility	____	____	____
Parent Community Relations			

	Resource Teacher	Team Leader	Other Appraisers

III. GOALS FOR PROFESSIONAL IMPROVEMENT

Identify goals for professional improvement and appropriate job targets. Appraisal worksheet may be used for each job target. (Check each target as follows: 1-Completed, 2-To be continued, 3-No progress.)

	1	2	3	4*
1. To:				
By:				
2. To:				
By:				
3. To:				
By:				
4. To:				
By:				

At least one job target should relate to the acquisition of specific competencies or competency clusters.

*1. first quarter, 2. second quarter, 3. third quarter, 4. fourth quarter

IV. PROPOSED M.ED. ACTIVITIES

Coursework	Date of Completions	Grade

V. GENERAL STATEMENTS

Resource Teacher

Appraisers

If more space is needed, please attach additional pages.

Resource teacher signature indicates that the appraisal conference has been held, and that the Resource Teacher has seen, but does not necessarily concur, with this report.

_____

Date of Appraisal Conference

_____

Resource Teacher's Signature

_____

Appraiser's Signature, Title

Lincoln Teacher Corps Project

Goodrich Junior High School

Lincoln Public Schools
University of Nebraska-Lincoln Teachers College

Director: John Lux
Principal/On-site Coordinator: Lyle Bargman
Team Leader: Marilyn Moore
Community Coordinator: Myrna Novak
Program Development Specialist: Bill Kenagy

Resource Teachers (Interns):
Cheryl Humphrey
Geri Imel
Hugh McDermott
Renate Stanton

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